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ABSTRACT

The Portable Assisted Study Sequence (PASS) is a program of courses which allows migrant students to make up credit deficiencies and continue to accumulate credits as they migrate to other schools. MINI PASS is an extension of PASS for middle school students (MINI is not an abbreviation). This report contains nationwide PASS and MINI PASS usage results, as well as narrative summaries and usage reports for each of the following states: Alaska, Arizona, Arkansas, California, Colorado, Idaho, Illinois, Michigan, Minnesota, Montana, Nebraska, New York, Oregon, Texas, Washington, and Wisconsin. Usage information includes: (1) number of students enrolled; (2) migrant status (interstate, intrastate, or farmer); (3) ethnic background; (4) grade placement; (5) gender; (6) student age; (7) number of courses enrolled; (8) number of units completed; and (9) number of semester credits granted. The results reveal the success of the program in meeting the needs of secondary migrant students throughout the nation. A comparison of data from previous years demonstrates a continuing increase in the number of students served, coupled with increasing program effectiveness in accomplishing its goals and objectives. The document contains numerous data tables and figures. (KS)

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Portable Assisted Study Sequence

P.A.S.S.

A PROGRAM OF MIGRANT EDUCATION
Chapter I of the Education Consolidation Improvement Act of 1981: Public Law 98-211

1988-89 INTERSTATE REPORT
March 1990

U.S. DEPARTMENT OF EDUCATION
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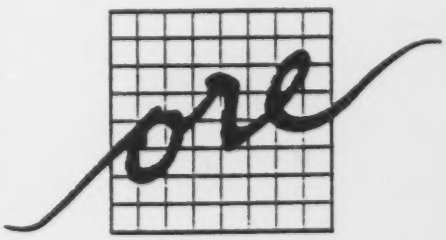

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This report was
compiled and edited by

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and Evaluation

This report is dedicated to Peggy Lesher of Colorado, a life-long advocate of migrant students, whose tireless efforts on behalf of interagency and interstate coordination have helped many students realize their dreams of high school graduation.

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FOREWORD

We learn from Booker T. Washington that success is to be measured not so much by the position that one has reached in life as by the obstacles which are overcome while trying to succeed. Generally, migrant lifestyle is one which is filled with obstacles. Obstacles such as the unpredictable and long hours of work in our nation's fields, fisheries, and forests; poor housing and wage conditions, and significant health and nutrition problems to name just a few. Barriers of language, of culture and the effects of mobility itself must be faced by every member of the migrant family.

In the book, "Effects of Migration on Children: an Ethnographic Study" by Joseph Diaz, Robert Trotter, and Vidal Rivera it is pointed out that work is primary to all migrants. "Anything that interferes with work is avoided, delayed or dealt within the most cursory fashion possible." It is no wonder, then, that for many secondary migrant students who travel with their families for the primary purpose of work, that traditional secondary programs are an inappropriate method of obtaining credit and graduating. It is simply impossible to work all day and attend classes all day. The Portable Assisted Study Sequence or PASS program is one of a few viable programs (the University of Texas Skills Building courses and Home-Study packets such as those used in California, New York, and Pennsylvania are others) which address the realities of current status migrancy and high school completion. This booklet is a tribute to the tenacity, dedication and discipline of secondary migrant students everywhere who play major roles in their families as workers, and yet, who seize every opportunity to become educated. They have proven that they have what it takes to succeed. All of us should be very proud of them, as we re-dedicate ourselves to creating opportunities, not obstacles, for high school graduation.

Angela Branz-Spall, Montana
Co-chair Interstate PASS Committee

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INTRODUCTION

INTRODUCTION

This report is a summary of the usage of the PASS and MINI PASS Programs across the United States, and is made possible by the coordinated efforts of the Interstate PASS (I-PASS) Committee. Members of the committee have worked together to collect comparable data so that the implementation and effects of the PASS Program may be documented and evaluated. This report contains nationwide PASS and MINI PASS usage results, as well as narrative summaries and usage reports for each of the following states: Alaska, Arizona, Arkansas, California, Colorado, Idaho, Illinois, Michigan, Minnesota, Montana, Nebraska, New York, Oregon, Texas, Washington, and Wisconsin.

In addition, all other states not represented on the I-PASS Committee were invited to submit reports detailing their usage of PASS/MINI PASS materials. Massachusetts was the only I-PASS non-member to submit a report this year. It is hoped that other states will participate in the future, so that the scope of the PASS/MINI PASS Program throughout the nation can be better understood and documented.

RESULTS

RESULTS

PASS RESULTS

The overall PASS Program usage results for 1985-86, 1986-87, 1987-88, and 1988-89 are reported in Tables 1 through 6, and Figures 1 through 7. Overall MINI Pass usage results for 1987-88 are reported in Tables 7 through 12, and Figures 8 through 14.

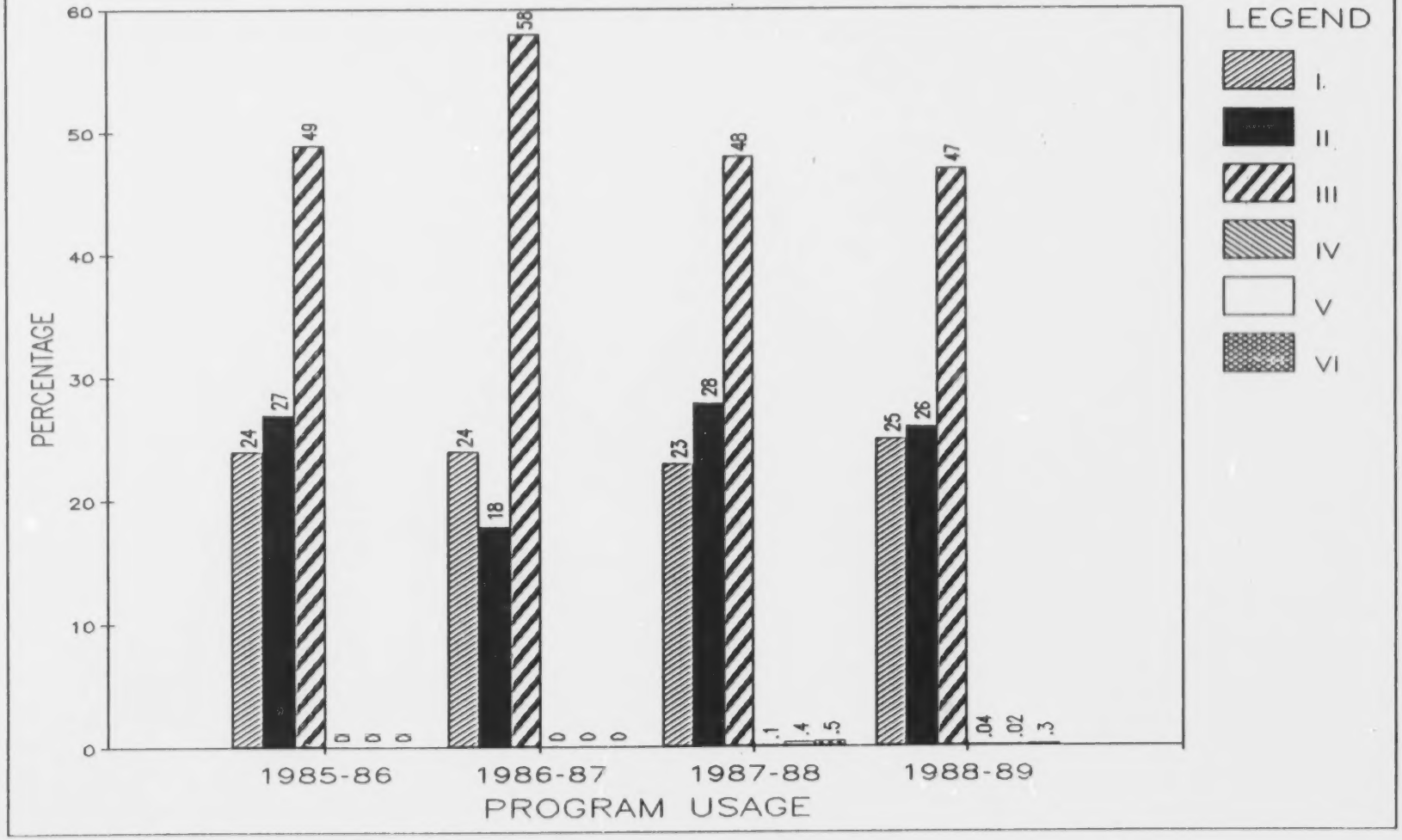
Table 1 (Figure 1) summarizes overall PASS Program usage for the past four years by migrant student status. These data indicate an 18 percent increase from 1987-88 to 1988-89 in the total number of students enrolled. With the exception of 1986-87, usage rates by migrant status have remained relatively stable over the past four years, and tend to reflect the distribution found in the general migrant population.

TABLE 1

PASS PROGRAM USAGE BY MIGRANT STATUS

MIGRANT STATUS	1985–86		1986–87		1987–88		1988–89		PERCENT CHANGE
	# Students	Percent	# Students	Percent	# Students	Percent	# Students	Percent	1987/88–1988/89
AGRICULTURAL:									
Interstate (I)	1103	24%	1400	24%	1349	23%	1730	25%	
Intrastate (II)	1218	27%	1081	18%	1623	28%	1763	26%	
Former (III)	2200	49%	3467	58%	2785	48%	3203	47%	
Unknown							155	2%	
FISHING:									
Interstate (IV)					6	.1%	3	.04%	
Intrastate (V)					21	.4%	2	.02%	
Former (VI)					31	.5%	18	.3%	
TOTAL	4521		5948		5838		6874		+18%

FIGURE 1
PASS PROGRAM USAGE BY MIGRANT STATUS



Tables 2 through 5 (Figures 2 through 5) present PASS Program usage by student ethnic background, grade level, gender, and age. Overall, there has been no dramatic change in these factors since 1985-86, however, there has been a slight increase in usage by older migrant students. Interestingly enough, although the program was originally designed to serve high school students, nationwide results indicate that the materials are in use with students in sixth through twelfth grade.

TABLE 2

PASS PROGRAM USAGE BY ETHNIC BACKGROUND

ETHNICITY	1985–86		1986–87		1987–88		1988–89	
	# Students	Percent	# Students	Percent	# Students	Percent	# Students	Percent
Hispanic	4309	95.3%	5713	96.0%	5560	95.2%	6504	94.6%
Black	16	.3%	9	.2%	24	.4%	14	.2%
White	80	1.8%	101	1.7%	155	2.7%	94	1.4%
Asian/Indian	116	2.6%	125	2.1%	76	1.3%	81	1.2%
Not Reported					23	.4%	181	2.6%
TOTAL	4521		5948		5838		6874	

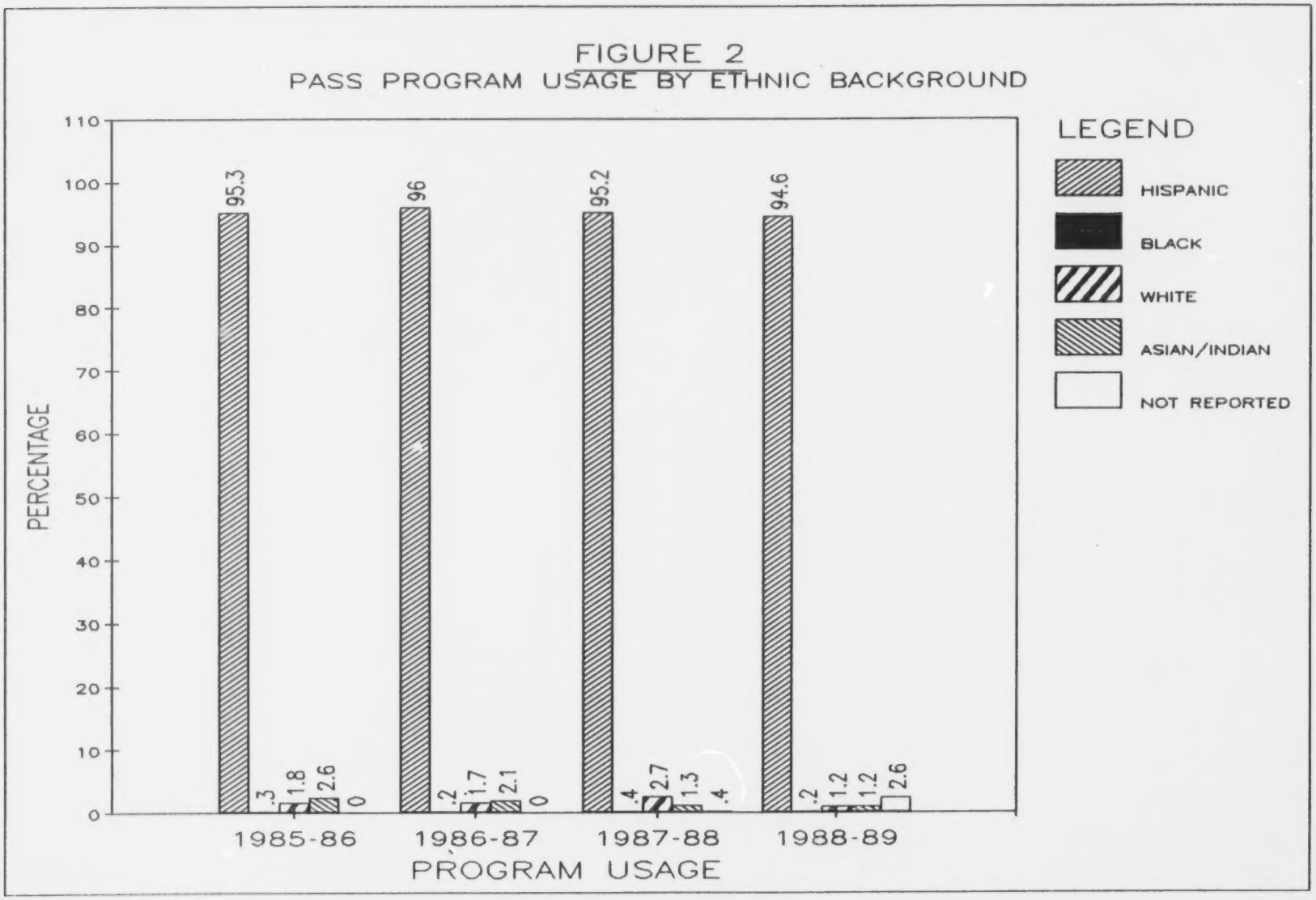


FIGURE 2
PASS PROGRAM USAGE BY ETHNIC BACKGROUND
LEGEND
HISPANIC
BLACK
WHITE
ASIAN/INDIAN
NOT REPORTED
PERCENTAGE
110
100
90
80
70
60
50
40
30
20
10
0
95.3
.3
1.8
2.6
0
96
.2
1.7
2.1
0
95.2
.4
2.7
1.3
.4
94.6
.2
1.2
1.2
2.6
1985-86
1986-87
1987-88
1988-89
PROGRAM USAGE

TABLE 3

PASS PROGRAM USAGE BY GRADE LEVEL

GRADE	1985–86		1986–87		1987–88		1988–89	
	# Students	Percent	# Students	Percent	# Students	Percent	# Students	Percent
6							5	.07%
7							10	.15%
8	8	.2%	49	.8%	45	.8%	38	.6%
9	1152	25.5%	1470	24.7%	1385	23.5%	1537	22.4%
10	1311	29.0%	1795	30.2%	1760	30.0%	1960	28.5%
11	1249	27.6%	1622	27.3%	1657	28.2%	1921	28.0%
12	801	17.7%	1012	17.0%	987	16.8%	1246	18.1%
Ungraded					8	.1%	2	.03%
Not Reported					33	.6%	155	2.3%
TOTAL	4521		5948		5875		6874	

TABLE 4

PASS PROGRAM USAGE BY GENDER

GENDER	1985–86		1986–87		1987–88		1988–89	
	# Students	Percent	# Students	Percent	# Students	Percent	# Students	Percent
Male	2032	45.0%	2772	46.6%	2663	46.1%	3193	46.5%
Female	2489	55.0%	3176	53.4%	3108	53.5%	3526	51.3
Not Reported					23	.4%	155	2.3%
TOTAL	4521		5948		5838		6874	

FIGURE 3

PASS PROGRAM USAGE BY GRADE LEVEL

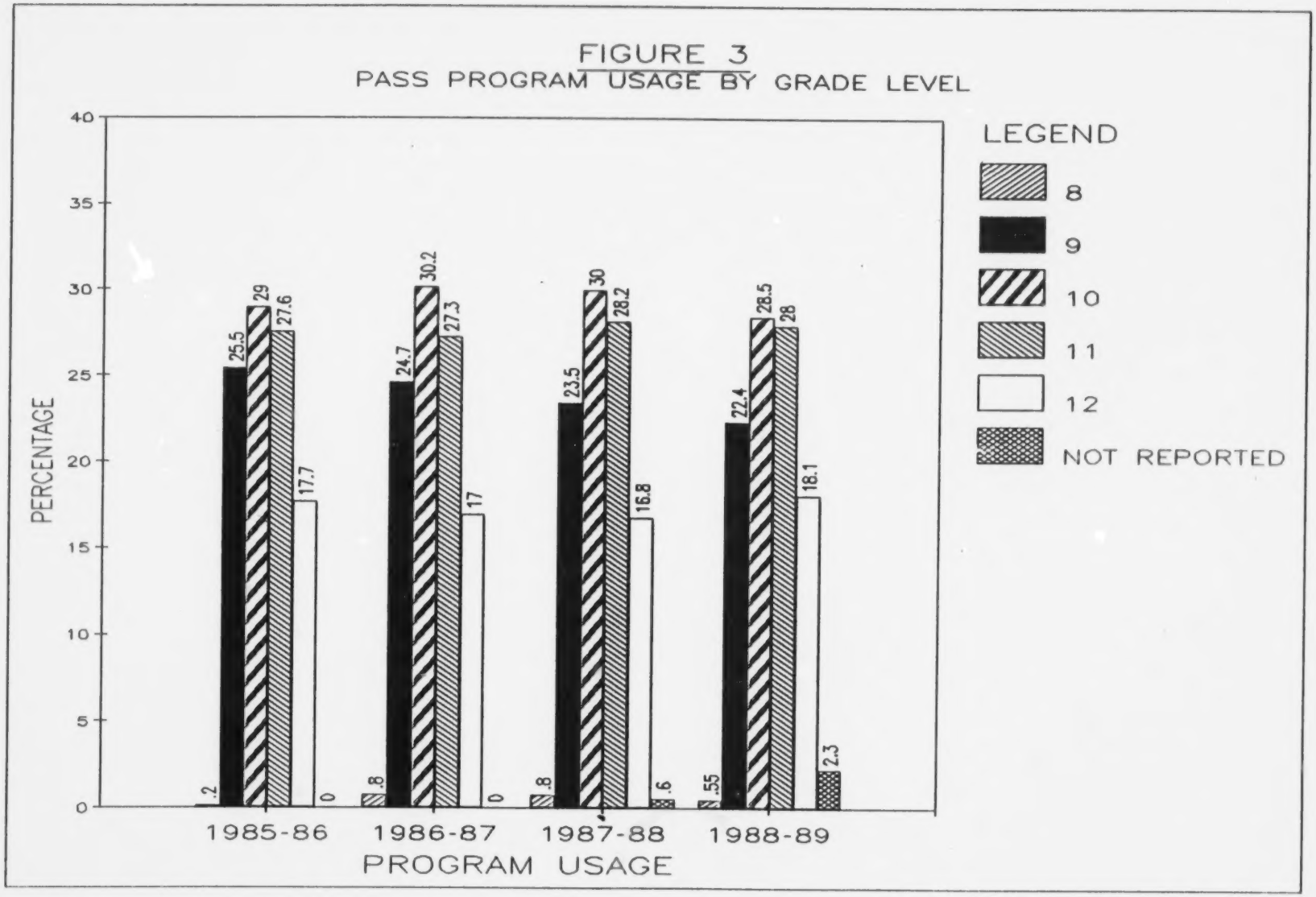


FIGURE 4

PASS PROGRAM USAGE BY GENDER

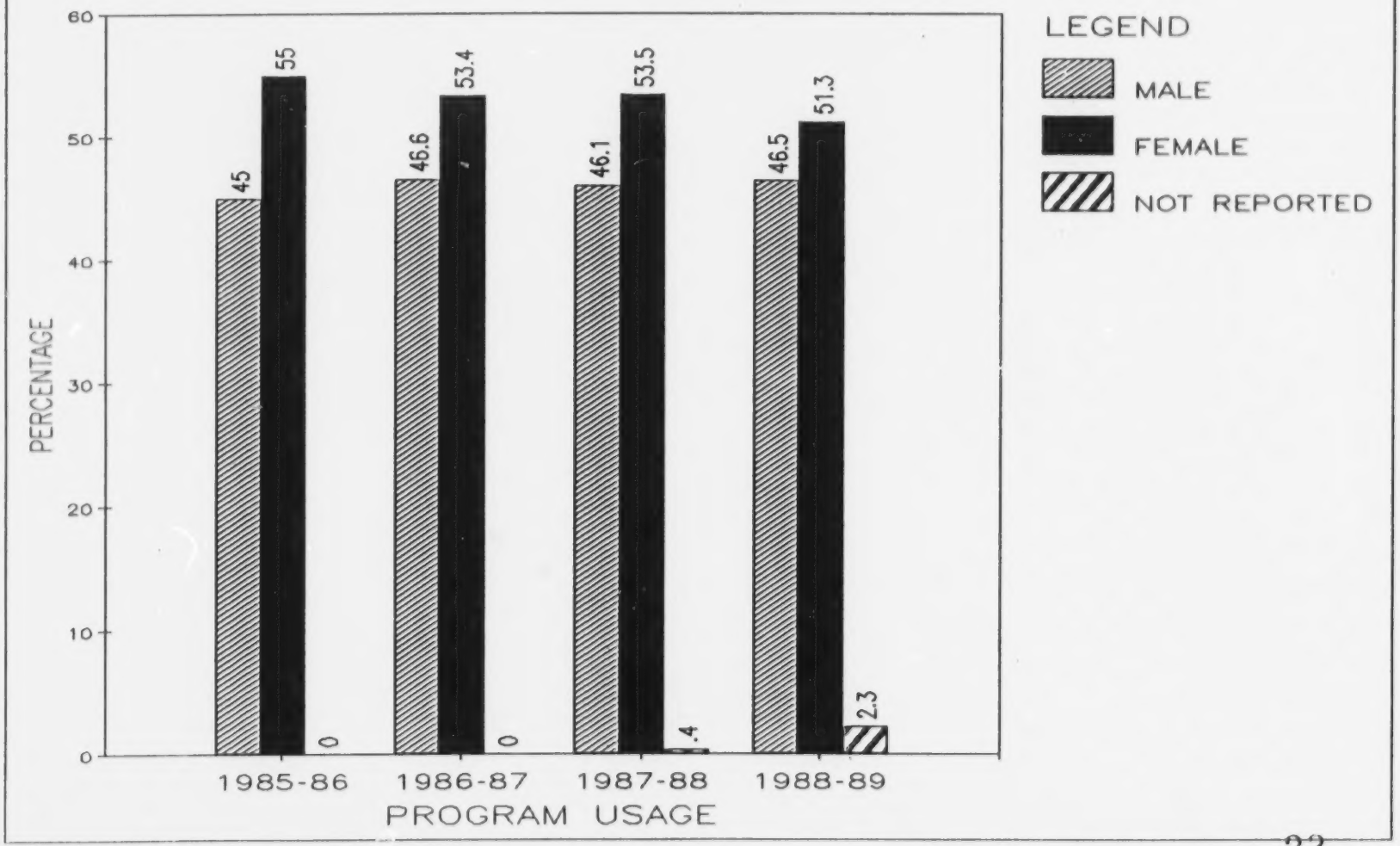


TABLE 5

PASS PROGRAM USAGE BY STUDENT AGE

AGE	1985–86		1986–87		1987–88		1988–89	
	# Students	Percent	# Students	Percent	# Students	Percent	# Students	Percent
12							3	.04%
13					5	.1%	11	.2%
14	368	8.1%	565	9.5%	453	7.8%	880	12.8%
15	901	19.9%	1192	20.0%	1071	18.3%	1034	15.0%
16	1186	26.2%	1633	27.5%	1505	25.8%	1465	21.3%
17	1186	26.2%	1554	26.1%	1606	27.5%	1616	23.5%
18	714	15.8%	799	13.4%	944	16.2%	1171	17.0%
19	116	2.6%	148	2.5%	188	3.2%	423	6.2%
20	29	.7%	41	.7%	43	.7%	97	1.4%
21 and over							19	.3%
Not Reported	21	.5%	16	.3%	23	.4%	155	2.3%
TOTAL	4521		5948		5838		6874	

FIGURE 5
PASS PROGRAM USAGE BY STUDENT AGE

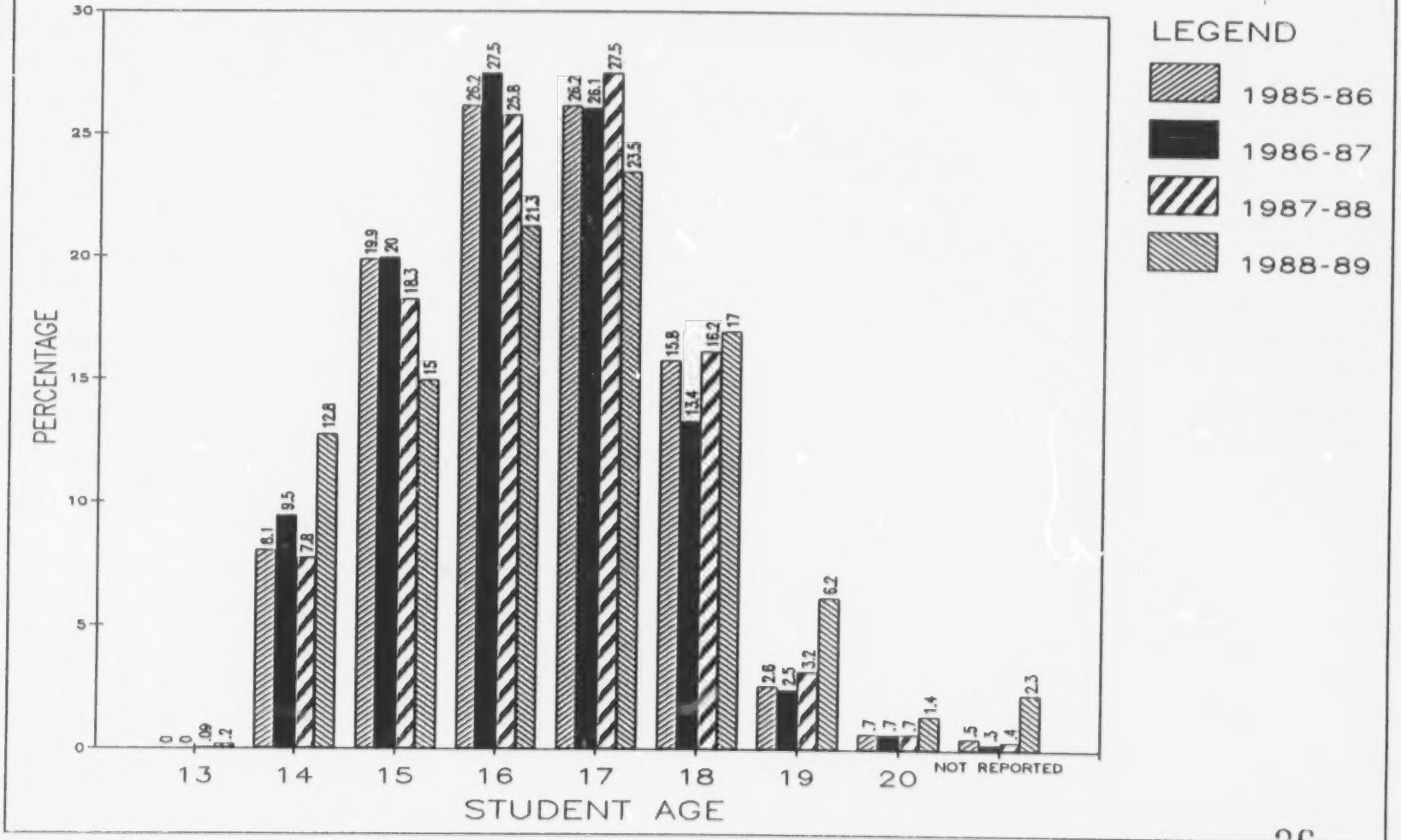


Table 6 (Figures 6 and 7) provides an overall summary of PASS Program usage for states reporting results, students served, and course credit granted. It should be noted that the current year's results were effected somewhat by inconsistencies in data reporting and/or missing data. For example, one state reported "units" rather that "courses" in the Number of Courses Enrolled category, another combined PASS and MINI PASS data, and yet another was only able to report the total number of students served. Thus, while the number of states reporting and number of students served are accurate, the courses enrolled, units completed, semester credits granted, and high school graduates assisted by the PASS Program are underreported, and it is quite likely that the actual number in each of these categories is higher.

TABLE 6

PASS PROGRAM USAGE: States, Students, and Course Credits

PROGRAM USAGE	TOTAL NUMBER				PERCENT CHANGE		
	1985-86	1986-87	1987-88	1988-89	85/86-86/87	86/87-87/88	87/88-88/89
States Reported	12	12	14	16	0%	+17.0%	+14.3%
Students Served	4521	5948	5838	6874	+31.6%	-2.0%	+17.8%
Courses Enrolled	7087	8231	6745	7545**	+16.1%	-18.0%	+11.9%
Units Completed	12843	15728	19348	24655**	+22.5%	+23.0%	+27.4%
Semester Credits Granted	1133	1909	3532	3129**	+68.5%	+85.0%	-11.4%
High School Graduates Assisted	807	907	913	1019**	+12.4%	+.7%	+11.6%

**Estimated or missing data--actual number probably higher.

FIGURE 6

PASS PROGRAM USAGE:

Number of Students Served, Courses Enrolled, Units Completed, Semester Credits Granted, and High School Graduates Assisted

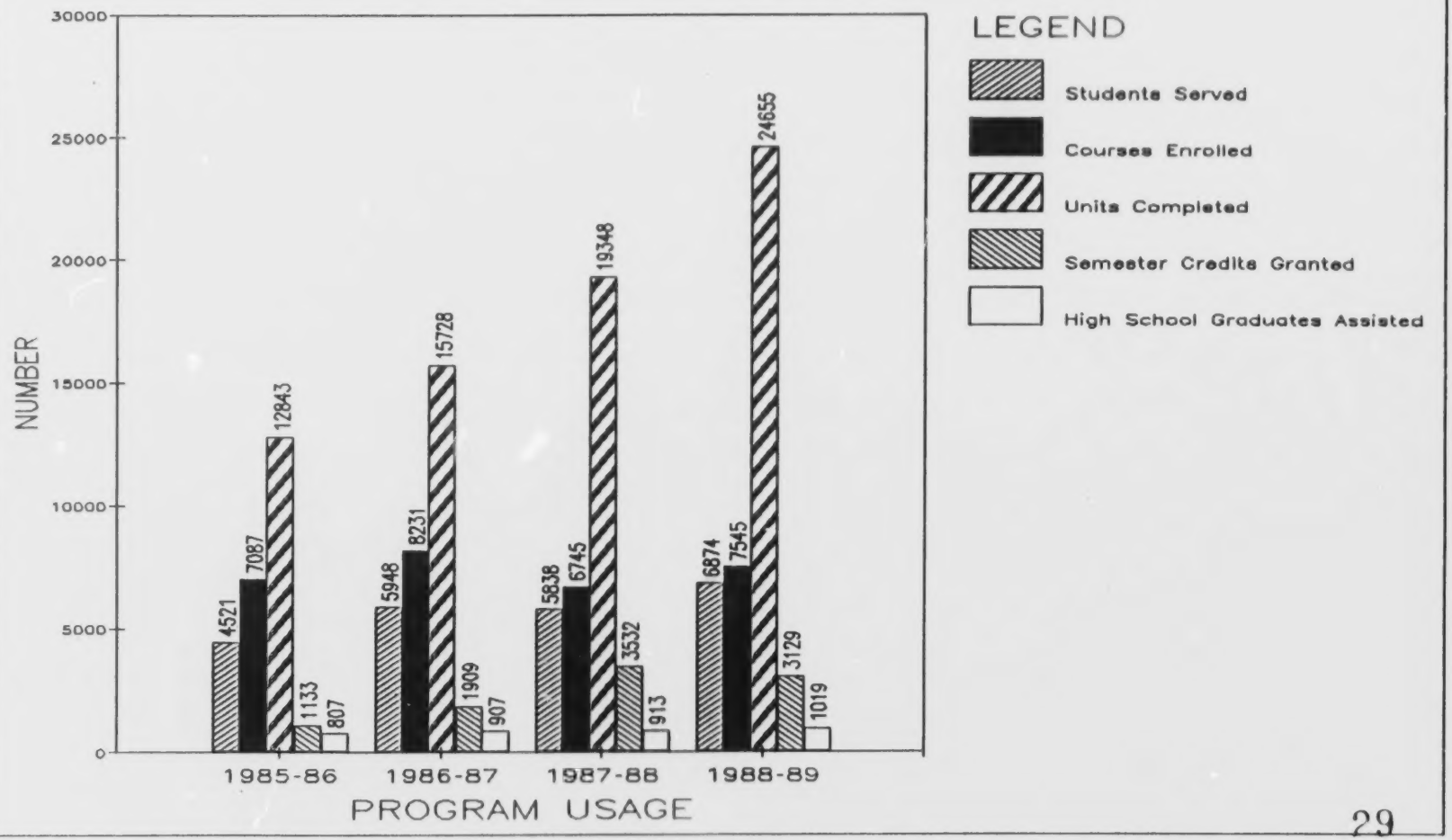
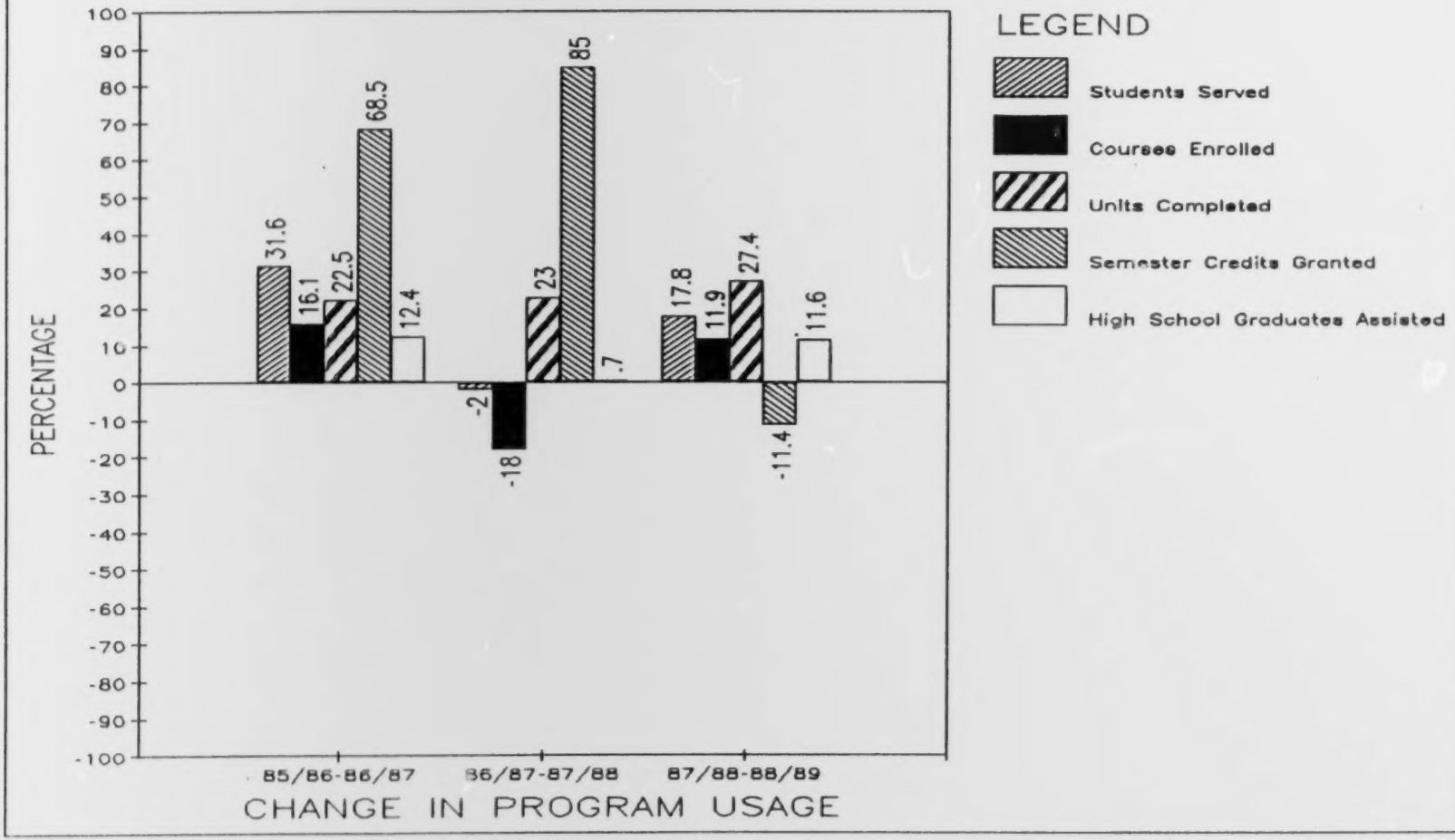


FIGURE 7

CHANGE IN PASS PROGRAM USAGE:

Number of Students Served, Courses Enrolled, Units Completed, Semester Credits Granted, and High School Graduates Assisted



In spite of the data collection difficulties, the results for 1988-89 show an increase in all areas, with the exception of semester credits granted. Had the number of semester credits granted been provided by all states reporting, it seems likely that a gain would have been shown in this area as well. Overall, the number of states reporting, students served, courses enrolled, units completed, and high school graduates assisted has increased since 1987-88. While the number of students served and courses enrolled has clearly increased over the past four years, perhaps the most dramatic change has been the 92 percent increase in number of units completed. At the same time, the number of semester credits granted has nearly tripled, and 25 percent more graduates have been assisted. Thus, the overall result has been an increase in the effectiveness of the PASS Program in assisting those migrant students served to actually complete necessary units, receive course credit, and go on to graduate from high school.

MINI PASS

Interstate MINI PASS usage results are being reported for the second time in 1988-89. Six states--Colorado, Idaho, Illinois, Michigan, New York, and Wisconsin--provided MINI PASS reports this year. MINI PASS is an extension of PASS for middle school students (generally grades 6, 7, and 8). Tables 7 through 12, and Figures 8 through 14 present MINI PASS

usage by migrant student status, ethnic background, grade level, gender, and age. Table 12 (Figure 13) provides an overall summary of MINI PASS Program usage for states reporting results, students served, courses enrolled/completed, units completed, and credits granted.

It should be noted that data collection difficulties also effected the MINI PASS results. MINI PASS results for one state were combined with and could not be separated from the PASS results. Another state, reporting 360 MINI PASS students, was only able to report the total number served. Unfortunately, that number exceeded the total number of students for all other states combined, and including them in calculating percentages would have skewed the results. Consequently, although 556 students were served during 1988-89, only 196 were included in the percentage calculations for the student characteristics. Where possible, program usage rate calculations did include these students, however, it can generally be assumed that these rate estimates are lower that the actual rates.

Utilizing the data available, overall results indicate no major changes in student characteristics since 1987-88. Slightly more interstate migrant students appear to be receiving MINI PASS assistance, with services concentrated around 13 through 15-year-olds in seventh and eighth grades. Estimated changes in program usage show the greatest increases in the areas of students served, courses enrolled, and units completed. Were complete data available, it is quite likely that a more significant gain would have occurred in semester courses completed/credits granted.

TABLE 7

MINI PASS PROGRAM USAGE BY MIGRANT STATUS

MIGRANT STATUS	1987–88		1988–89	
	# Students	Percentage	# Students	Percentage*
Interstate (I)	103	77%	159	81.1%
Intrastate (II)	4	3%	8	4%
Former (III)	26	20%	29	14.8%
Unknown			(360)	–
TOTAL	133		556	

*Calculation based upon total of 196 – "unknown" not included.

TABLE 8

MINI PASS PROGRAM USAGE BY ETHNIC BACKGROUND

ETHNICITY	1987–88		1988–89	
	# Students	Percentage	# Students	Percentage*
Hispanic	129	97%	187	95.4%
Black	4	3%	2	1.0%
White	0		7	3.6%
Asian/Indian	0		0	
Unknown			(360)	–
TOTAL	133		556	

*Calculation based upon total of 196 – "unknown" not included.

FIGURE 8

MINI PASS PROGRAM USAGE BY MIGRANT STATUS

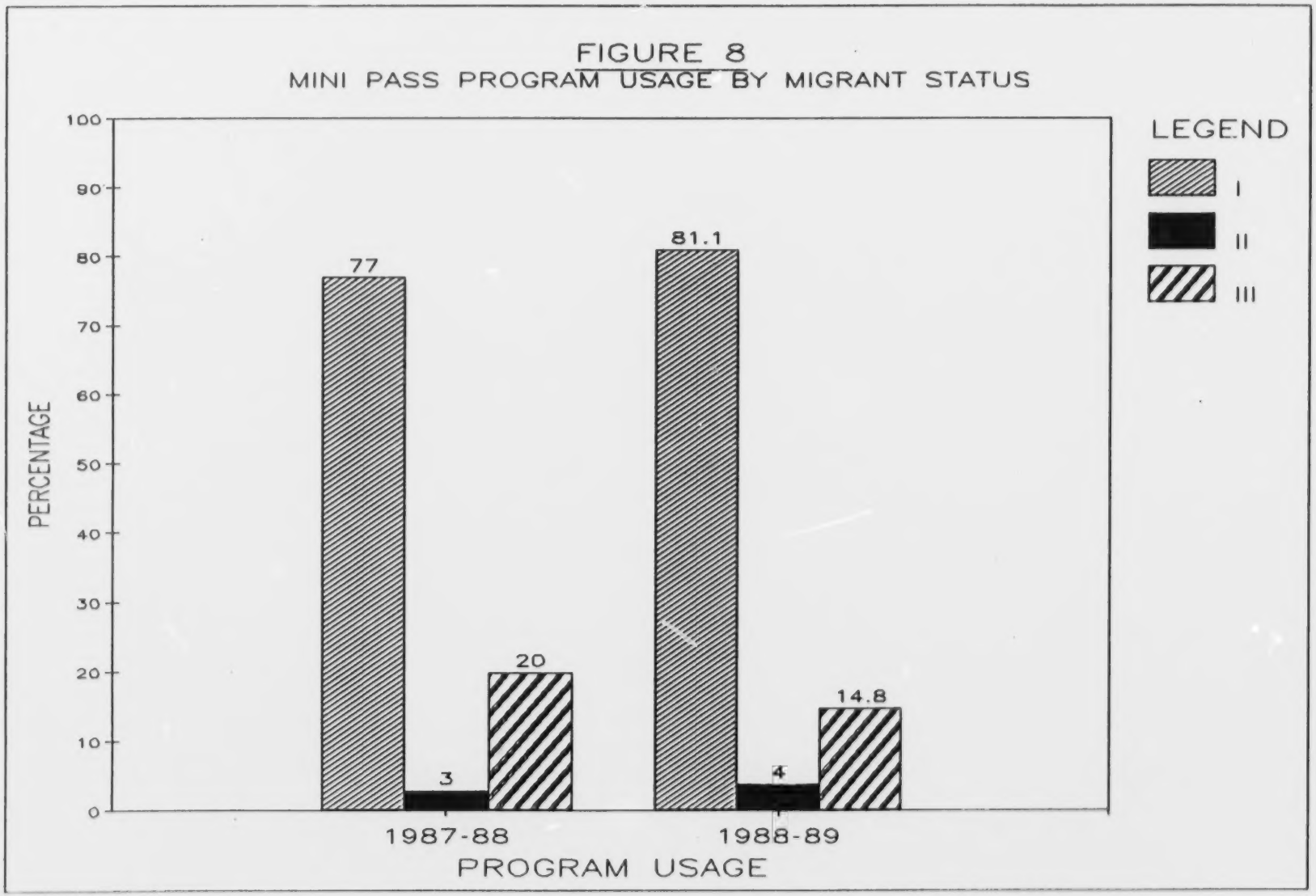


FIGURE 9

MINI PASS PROGRAM USAGE BY ETHNIC BACKGROUND

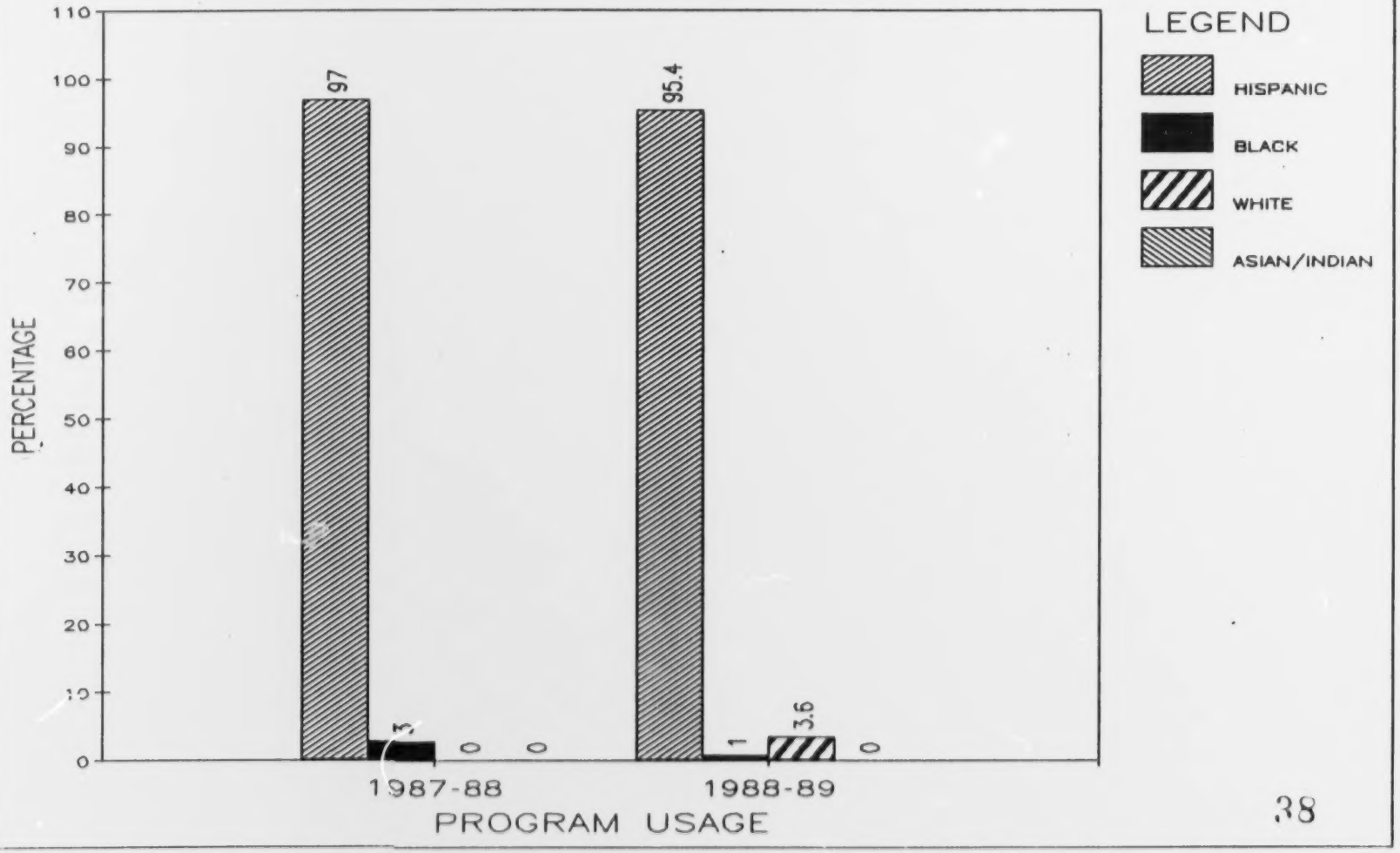


TABLE 9

MINI PASS PROGRAM USAGE BY GRADE LEVEL

GRADE LEVEL	1987–88		1988–89	
	# Students	Percentage	# Students	Percentage*
4			1	.5%
5	16	12%	1	.5%
6	34	26%	31	15.8%
7	47	35%	79	40.3%
8	35	26%	81	41.3%
9	1	1%	3	1.5%
Unknown			(360)	–
TOTAL	133		556	

*Calculation based upon total of 196 – "unknown" not included.

TABLE 10

MINI PASS PROGRAM USAGE BY GENDER

GENDER	1987–88		1988–89	
	# Students	Percentage	# Students	Percentage*
Male	78	59%	102	52%
Female	55	41%	94	48%
Unknown			(360)	–
TOTAL	133		556	

*Calculation based upon total of 196 – "unknown" not included.

FIGURE 10

MINI PASS PROGRAM USAGE BY GRADE LEVEL

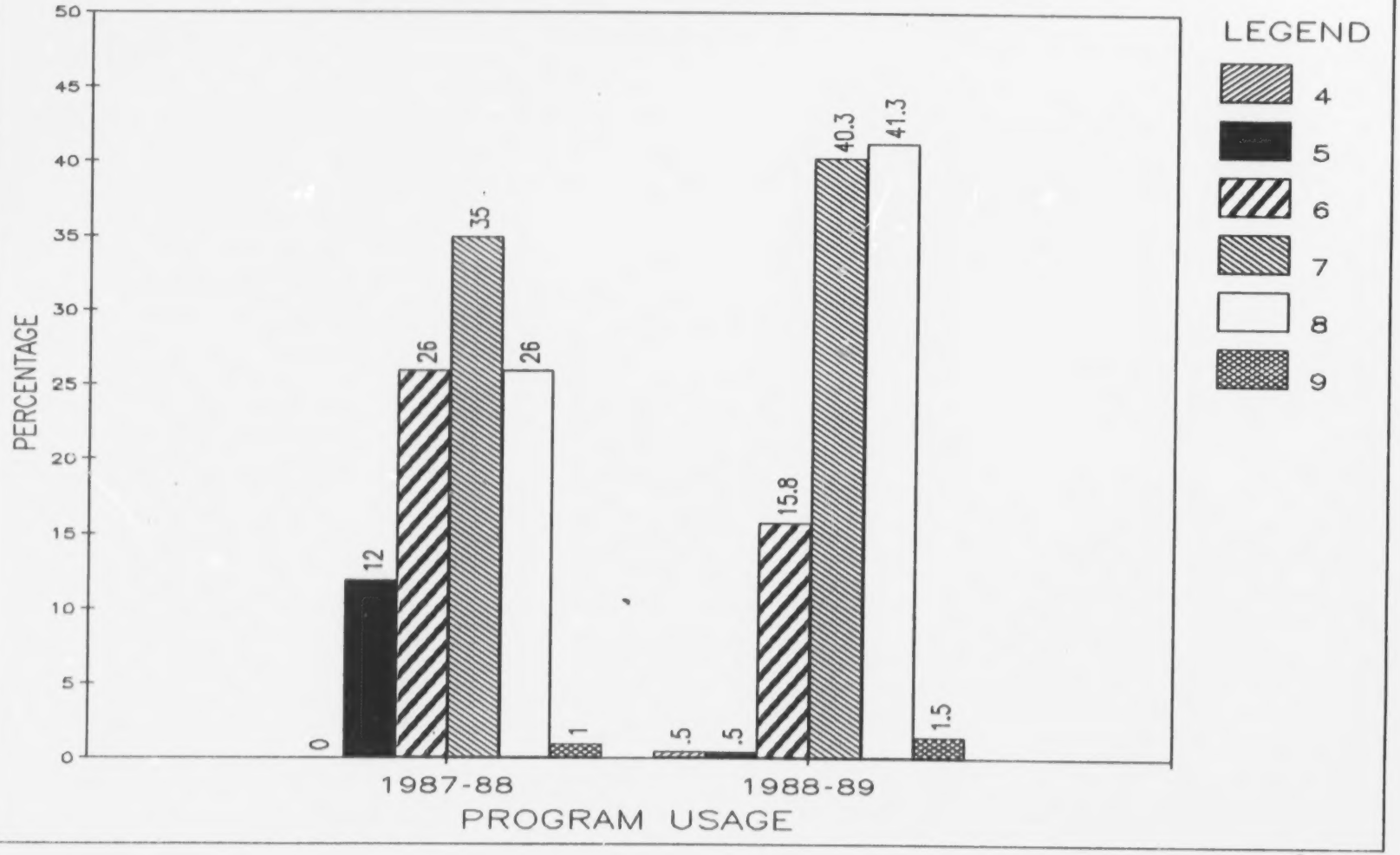


FIGURE 11

MINI PASS PROGRAM USAGE BY GENDER

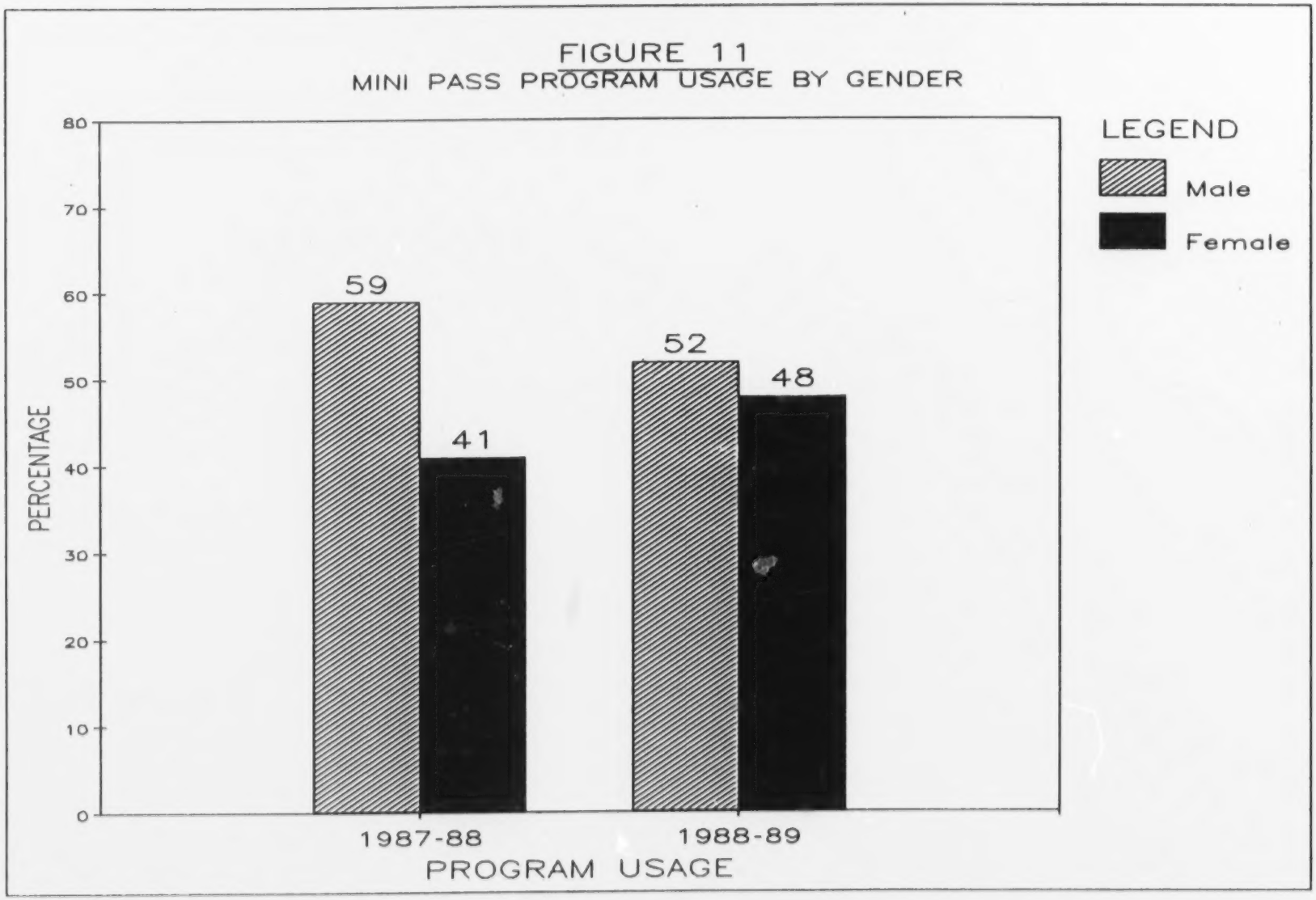


TABLE 11

MINI PASS PROGRAM USAGE BY STUDENT AGE

AGE	1987–88		1988–89	
	# Students	Percentage	# Students	Percentage*
11	6	4.5%	2	1.0%
12	22	16.5%	23	11.7%
13	40	30.1%	45	23.0%
14	29	21.8%	54	27.6%
15	24	18.0%	49	25.0%
16	11	8.3%	22	11.2%
17 & Over	1	0.8%	1	.5%
Unknown			(360)	–
TOTAL	133		556	

*Calculation based upon total of 196 – "unknown" not included.

TABLE 12

MINI PASS PROGRAM USAGE: States, Students, and Courses/Units

PROGRAM USAGE	TOTAL NUMBER		PERCENT CHANGE
	1987–88	1988–89	1987/88–1988/89
States Reported	4	6	+50%
Students Served	133	556	+318%
Courses Enrolled	144	566	+293%
Units Completed	349	845	+142%
Semester Courses Completed	13	16	+23%
Semester Credits Granted	38	28	–26%

*Estimated or missing data--actual number probably higher.

FIGURE 12
MINI PASS PROGRAM USAGE BY AGE

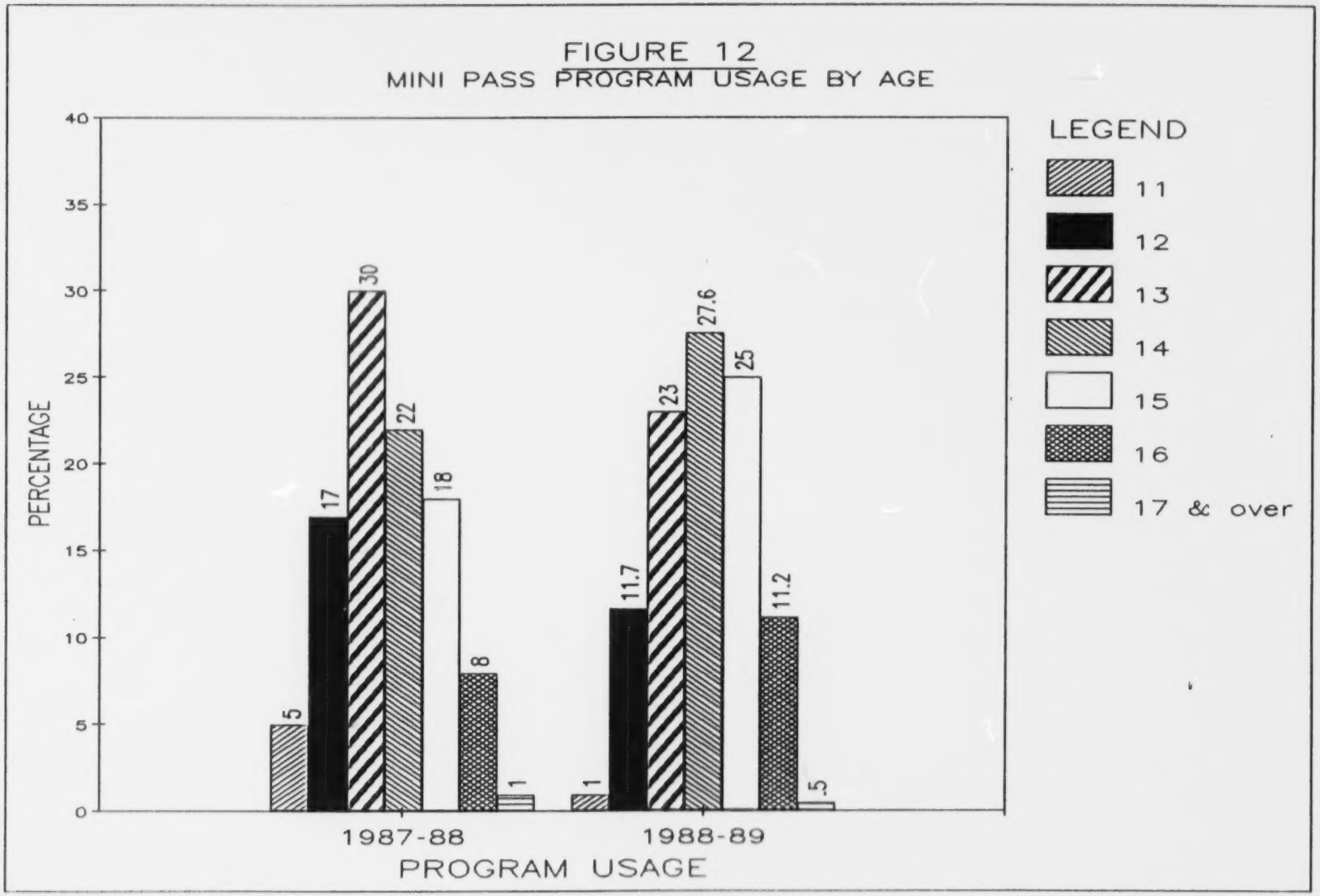


FIGURE 13

MINI PASS PROGRAM USAGE:

Number of Students Served, Courses Enrolled, Units Completed, and Semester Credits Granted

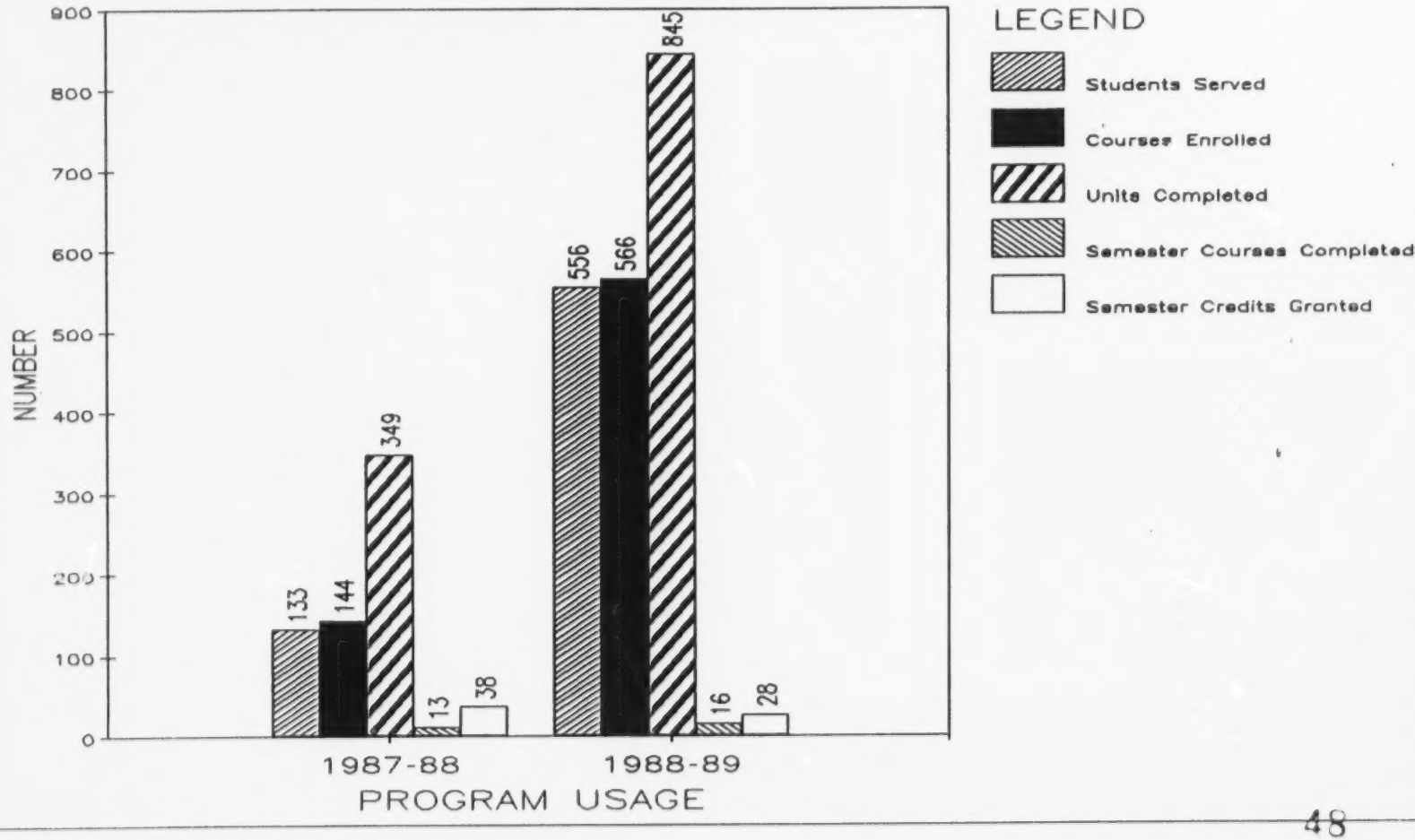
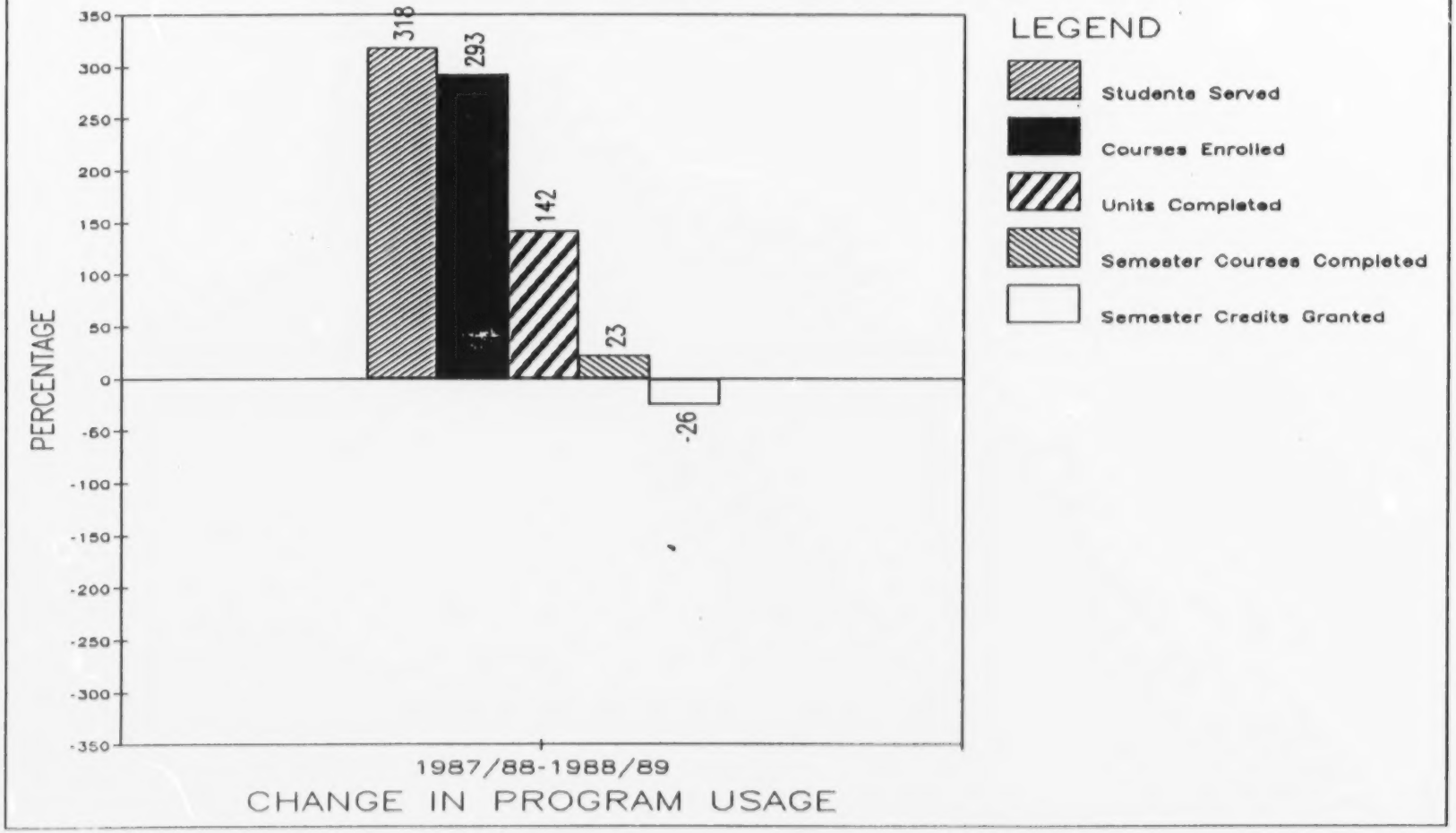


FIGURE 14

CHANGE IN MINI PASS PROGRAM USAGE:
Number of Students Served, Courses Enrolled, Units Completed,
Semester Courses Completed, and Semester Credits Granted



STATE RESULTS

ALASKA

Alaska PASS is in its first year of solo operation. In 1987-88, the program was piloted with the help of the Washington PASS program. This year, eight school districts are being delivered 78 courses.

In fiscal year 89, a Procedures Manual was published, outlining the Alaska PASS program and its administration. Three brochures were published targeting three different populations.

A poster for display in state high schools and targeting potential PASS students has been distributed.

A video tape targeted at school boards, school staff and parents is being produced (production date, February, 1990). Copies of the video will be used by the Alaska PASS Office and the school districts. A training tape for Alaska PASS tutors is also in production, to eliminate the need for travel to train district personnel in the use of Alaska PASS.

PASS PROGRAM USAGE IN ALASKA
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		13
STATUS		
1		1
2		8
3		4
	TOTAL STATUS	13
ETHNICITY		
Hispanic		0
Black		0
White		3
Asian/American Indian		10
	TOTAL ETHNICITY	13
GRADE		
9		4
10		1
11		3
12		5
	TOTAL GRADE	13
GENDER		
Male		8
Female		5
	TOTAL GENDER	13
AGE		
14		1
15		2
16		2
17		2
18		5
19		1
20		0
	TOTAL AGE	13
NUMBER OF COURSES ENROLLED		21
NUMBER OF UNITS COMPLETED		28
NUMBER OF SEMESTER CREDITS GRANTED		3
NUMBER OF GRADUATES ASSISTED BY PASS		1

ARIZONA

The Arizona Migrant PASS Program located at Tolleson Union High School District #214 was initially funded in September, 1985 and commenced statewide service on February 10, 1986.

The Arizona Migrant PASS Program continues to use the California PASS Program curriculum with the exception of some courses that need to be aligned with the Arizona Department of Education Essential/Exit Skills (minimum competencies for graduation). Locally, the program employed an educational consultant to develop and write an integrated World History/Geography two-semester course. As of this writing, this course is currently offered and being utilized by students. In addition, another educational consultant has offered, free of charge, to develop an integrated U.S./Arizona History two-semester course. Her service is much appreciated by the Arizona Migrant PASS Program. We also entertain comments and suggestions of statewide migrant educators on issues related to curriculum.

PASS PROGRAM USAGE IN ARIZONA
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		417
STATUS		
1		122
2		27
3		268
	TOTAL STATUS	417
ETHNICITY		
Hispanic		398
Black		0
White		18
Asian/American Indian		1
	TOTAL ETHNICITY	417
GRADE		
9		36
10		127
11		118
12		136
	TOTAL GRADE	417
GENDER		
Male		190
Female		227
	TOTAL GENDER	417
AGE		
14		11
15		64
16		88
17		146
18		76
19 & 20		32
	TOTAL AGE	417
NUMBER OF COURSES ENROLLED		565
NUMBER OF UNITS COMPLETED		2,550
NUMBER OF SEMESTER CREDITS GRANTED		229
NUMBER OF GRADUATES ASSISTED BY PASS		79

ARKANSAS

The Arkansas PASS Program located at Bald Knob High School, was initially funded in September, 1981. Courses used to initiate the Arkansas program were those developed by the PASS Program in California.

The Arkansas Program was developed in response to a dropout prevention movement, and allows students to take PASS courses only to make up failed credits necessary for graduation. The courses Arkansas offers are basic curriculum courses in English, Math, and American History. Courses outside of these disciplines, such as science or electives are ordered directly from the California PASS Program.

Credit is issued from Bald Knob High School and is added to the student's record at his home school.

PASS PROGRAM USAGE IN ARKANSAS
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		26
STATUS		
1		0
2		8
3		18
	TOTAL STATUS	26
ETHNICITY		
Hispanic		
Black		
White		
Asian/American Indian		
	TOTAL ETHNICITY	No data reported
GRADE		
9		3
10		13
11		6
12		4
	TOTAL GRADE	26
GENDER		
Male		17
Female		9
	TOTAL GENDER	26
AGE		
14		0
15		2
16		7
17		9
18		5
19		1
20		2
	TOTAL AGE	26
NUMBER OF COURSES ENROLLED		45
NUMBER OF UNITS COMPLETED		55
NUMBER OF SEMESTER CREDITS GRANTED		11
NUMBER OF GRADUATES ASSISTED BY PASS		2

CALIFORNIA

It would appear that Contact Persons in California are becoming more selective in enrolling students in PASS courses. The motivational factor is emphasized and students are given necessary support to complete the course work.

The following curriculum concerns were addressed:

1. The format for covers was changed to include the PASS logo and to remove student name and school.
2. Audio tapes were recorded in Spanish to explain chapters from English-written textbooks.
3. The biology course developed by state of Washington was revised slightly to conform to California Framework.
4. Plans were made to translate the Health course into Spanish.
5. Unit tests were revised as a result of an item analysis study. Those test items that had a success rate of 90-100 percent were strengthened and those test items that had a 40 percent or lower rating were rewritten.

In addition to above, teachers were again employed in the summer to provide classroom demonstrations at participating school sites. It was especially gratifying to visit the U.C.L.A. campus where the MENTE Project conducts a four-week program for gifted migrant students and see that former migrant participants have returned as certificated teachers.

California again supplied materials for Montana High School students ensuring educational continuity as the families migrate during summer months.

It was our pleasure to supply materials to the state of Alaska and to welcome them into the PASS Network.

PASS PROGRAM USAGE IN CALIFORNIA
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		4,978
STATUS		
1		946
2		1,593
3		2,439
	TOTAL STATUS	4,978
ETHNICITY		
Hispanic		4,879
Black		8
White		27
Asian/American Indian		64
	TOTAL ETHNICITY	4,978
GRADE		
9		1,245
10		1,494
11		1,443
12		796
	TOTAL GRADE	4,978
GENDER		
Male		2,340
Female		2,638
	TOTAL GENDER	4,978
AGE		
14		816
15		846
16		1,086
17		1,145
18		796
19		239
20		50
	TOTAL AGE	4,978
NUMBER OF COURSES ENROLLED		5,174
NUMBER OF UNITS COMPLETED		18,095
NUMBER OF SEMESTER CREDITS GRANTED		2,396
NUMBER OF GRADUATES ASSISTED BY PASS		745

COLORADO

Colorado is a receiving state with the majority of migrant students arriving in late Spring, mostly from Texas. Colorado utilizes PASS/MINI PASS primarily to assist completion of courses in which students have been enrolled at their home base school. Assisting students with completion of lower grade level credit requirements is an additional goal of the Colorado migrant summer schools.

The past program usage report in Colorado was aggregated from data received from MSRTS (Migrant Student Record Transfer System) in Little Rock, Arkansas and secondary information reported by the Colorado LEAs.

Colorado plans to continue efforts to serve more migrant students and further develop secondary services to meet the varied needs of migrant students. We look forward to continued cooperation at the national level in the I-PASS project.

PASS PROGRAM USAGE IN COLORADO
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		32
STATUS		
1		79
2		4
3		0
	TOTAL STATUS	83
ETHNICITY		
Hispanic		32
Black		0
White		0
Asian/American Indian		0
	TOTAL ETHNICITY	32
GRADE		
9		9
10		10
11		8
12		5
	TOTAL GRADE	32
GENDER *		
Male		50
Female		33
	TOTAL GENDER	83
AGE		
14		0
15		0
16		2
17		15
18		9
19		6
20		0
	TOTAL AGE	32
NUMBER OF COURSES ENROLLED *		79
NUMBER OF UNITS COMPLETED *		69
NUMBER OF SEMESTER CREDITS GRANTED (33 PARTIAL) *		37*
NUMBER OF GRADUATES ASSISTED BY PASS *		4

* Includes MINI PASS.

MINI PASS PROGRAM USAGE IN COLORADO
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		51
STATUS		
1	No separate MINI PASS	
2	data available	
3		
	TOTAL STATUS	
ETHNICITY		
Hispanic		51
Black		0
White		0
Asian/American Indian		0
	TOTAL ETHNICITY	51
GRADE		
6		0
7		20
8		31
9		0
	TOTAL GRADE	51
GENDER		
Male	No separate MINI PASS	
Female	data available	
	TOTAL GENDER	
AGE		
12		0
13		0
14		8
15		30
16		13
17		0
	TOTAL AGE	51
NUMBER OF COURSES ENROLLED	No separate MINI PASS data available	
NUMBER OF UNITS COMPLETED	No separate MINI PASS data available	
NUMBER OF SEMESTER CREDITS GRANTED (PARTIAL)	No separate MINI PASS data available	

IDAHO

Idaho had a busy first year of existence. MINI PASS was added to the regular PASS offerings just in time for summer school participation. PASS/MINI PASS was used almost exclusively for summer school curriculum throughout the state of Idaho. Contact Person training workshops were conducted in three locations over the state as well as numerous training sessions at the PASS office site in Nampa.

PASS/MINI PASS has proven to be an effective curriculum for Idaho students. In addition to the migrant students completion of 636 units, a limited number of non-migrant students were also served. (See below)

NUMBER OF NON-MIGRANT MINI PASS STUDENTS 1
NUMBER OF NON-MIGRANT PASS STUDENTS 53

Idaho plans to develop and improve the services of the PASS/MINI PASS program to meet the needs of migrant students. Thank you I-PASS for your support.

PASS PROGRAM USAGE IN IDAHO
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		122
STATUS		
1		59
2		2
3		61
	TOTAL STATUS	122
ETHNICITY		
Hispanic		120
Black		0
White		2
Asian/American Indian		0
	TOTAL ETHNICITY	122
GRADE		
9		23
10		36
11		34
12		29
Ungraded		0
	TOTAL GRADE	122
GENDER		
Male		64
Female		58
	TOTAL GENDER	122
AGE		
14		13
15		16
16		26
17		41
18		18
19		7
20		1
	TOTAL AGE	122
NUMBER OF COURSES ENROLLED (138 Full, 8 Partial)		146
NUMBER OF UNITS COMPLETED (Full & Partial)		568
NUMBER OF SEMESTER CREDITS GRANTED		67
NUMBER OF GRADUATES ASSISTED BY PASS		19

MINI PASS PROGRAM USAGE IN IDAHO
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		18
STATUS		
1		10
2		3
3		5
	TOTAL STATUS	18
ETHNICITY		
Hispanic		15
Black		0
White		3
Asian/American Indian		0
	TOTAL ETHNICITY	18
GRADE		
6		3
7		5
8		10
	TOTAL GRADE	18
GENDER		
Male		7
Female		11
	TOTAL GENDER	18
AGE		
11		1
12		2
13		7
14		8
	TOTAL AGE	18
NUMBER OF COURSES ENROLLED (Full & Partial)		18
NUMBER OF UNITS COMPLETED (Full & Partial)		68
NUMBER OF SEMESTER CREDITS GRANTED		N/A

ILLINOIS

During 1988-89, PASS and MINI PASS programs operated in eight sites in Illinois, all during the summer term. Of the 89 participants, 48 were high school students taking PASS courses and 41 were junior high students taking MINI PASS courses.

Students ranged in grade from the sixth through the twelfth grade and in age from 12 through 19. Currently and formerly migratory students comprised 44% and 56%, respectively, of all participants.

The PASS and MINI PASS programs provided students a wide range of course offerings, including a variety of English, Math, Social Studies and Science courses. In all, 27 different courses were offered.

The Illinois Migrant Education Program selected Jose Luis Roman to be included in the I-PASS Committee's first publication of "PASS Success Stories." Jose was recognized also at the Illinois Annual Statewide Migrant Education Workshop and presented with a plaque at that time.

A new initiative begun in 1989 with the Wisconsin Migrant Education Program was a joint inservice session for secondary administrators and teachers from both states. Held in a retreat-like setting in Wisconsin during the spring, this session centered around an experiential approach

to learning. This approach served as a positive learning experience for participants, as well as a model for successful teaching to be used with secondary migrant students.

PASS PROGRAM USAGE IN ILLINOIS
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		48
STATUS		
1		22
2		0
3		26
	TOTAL STATUS	48
ETHNICITY		
Hispanic		48
Black		0
White		0
Asian/American Indian		0
	TOTAL ETHNICITY	48
GRADE		
8		6
9		9
10		15
11		9
12		9
	TOTAL GRADE	48
GENDER		
Male		24
Female		24
	TOTAL GENDER	48
AGE		
14		5
15		6
16		11
17		12
18		11
19		3
20		0
	TOTAL AGE	48
NUMBER OF COURSES ENROLLED (51 Full, 5 Partial)		56
NUMBER OF UNITS COMPLETED (Full and Partial)		195
NUMBER OF SEMESTER CREDITS GRANTED		30
NUMBER OF GRADUATES ASSISTED BY PASS		1

MINI PASS PROGRAM USAGE IN ILLINOIS
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		41
STATUS		
1		17
2		1
3		23
	TOTAL STATUS	41
ETHNICITY		
Hispanic		41
Black		0
White		0
Asian/American Indian		0
	TOTAL ETHNICITY	41
GRADE		
6		15
7		20
8		4
9		2
	TOTAL GRADE	41
GENDER		
Male		23
Female		18
	TOTAL GENDER	41
AGE		
12		10
13		16
14		8
15		5
16		2
	TOTAL AGE	41
NUMBER OF COURSES ENROLLED (41 Full, 3 Partial)		44
NUMBER OF UNITS COMPLETED (Full & Partial)		135
NUMBER OF SEMESTER COURSES COMPLETED		16

MICHIGAN

During the 1988-89 school year, the Michigan State Department of Education issued an RFP for the development of PASS/MINI PASS materials. Jean Franco was named the fiscal agent and Marion Stiles was appointed Director.

Mrs. Stiles and her husband, Duane Stiles, both retired, have undertaken the tremendous task of editing, revising, printing, and distributing PASS and MINI PASS courses. They have found a cadre of energetic retired teachers to assist in the endeavor.

Mrs. Stiles promises a more detailed report for school year 1989-90.

PASS PROGRAM USAGE IN MICHIGAN
1988-89

	TOTALS:
NUMBER OF STUDENTS ENROLLED	155
STATUS	
1	
2	
3	
TOTAL STATUS	No data reported
ETHNICITY	
Hispanic	
Black	
White	
Asian/American Indian	
TOTAL ETHNICITY	No data reported
GRADE	
9	
10	
11	
12	
TOTAL GRADE	No data reported
GENDER	
Male	
Female	
TOTAL GENDER	No data reported
AGE	
14	
15	
16	
17	
18	
19	
20	
TOTAL AGE	No data reported
NUMBER OF COURSES ENROLLED	155
NUMBER OF UNITS COMPLETED	No data reported
NUMBER OF SEMESTER CREDITS GRANTED	No data reported
NUMBER OF GRADUATES ASSISTED BY PASS	No data reported

MINI PASS PROGRAM USAGE IN MICHIGAN
1988-89

	TOTALS:
NUMBER OF STUDENTS ENROLLED	360
STATUS	
1	
2	
3	
TOTAL STATUS	No data reported
ETHNICITY	
Hispanic	
Black	
White	
Asian/American Indian	
TOTAL ETHNICITY	No data reported
GRADE	
6	
7	
8	
9	
TOTAL GRADE	No data reported
GENDER	
Male	
Female	
TOTAL GENDER	No data reported
AGE	
12	
13	
14	
15	
16	
17	
TOTAL AGE	No data reported
NUMBER OF COURSES ENROLLED	360
NUMBER OF UNITS COMPLETED	No data reported
NUMBER OF SEMESTER CREDITS GRANTED	No data reported

MINNESOTA

Eight sites in Minnesota used the PASS program during the summer of 1989. A total of 135 students enrolled in 144 PASS courses with 415 units completed and 62 semester credits granted. MINI PASS was used by only one student and 1 semester credit was given.

Teachers generally like using the PASS program. Initial units are on hand at each project site for the most popular courses so that work can begin immediately when students enroll. The remainder of the units are then ordered from the Minnesota Migrant Education Resource Center or directly from the PASS repository in Wisconsin. Students have the option of taking almost any course that they want or need.

According to a staff survey, some of the strengths of the PASS program are:

- most courses are well-organized and complete
- courses are easily adapted to other curriculum.
- examples are easy to read and follow.
- program standardization allows for easier credit exchange.
- students can work at their own pace, which they enjoy.

Recommendations for program improvement are:

- having more than one test per unit and course.
- using more comprehensive and subjective test items that tested application as well as knowledge.
- the inclusion of more "fun" activities - puzzles, work games, etc.
- suggestions for small groups activities.
- alternative book and short story selections.
- "cleaning up" of errors, especially in the teacher manuals.
- motivational activities.

Many teachers felt strongly about the lack of alternative test forms and the reliance on "objective" measures. There were a few comments about tests not always testing exactly what was covered in the units.

The fact that PASS courses are portable and allow students to work independently is commendable and certainly addresses the need of a mobile population. We in Minnesota are definitely supportive of this program, and if we can be more involved with any efforts toward program improvement, please let us know.

PASS PROGRAM USAGE IN MINNESOTA
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		135
STATUS		
1		134
2		1
3		0
	TOTAL STATUS	135
ETHNICITY		
Hispanic		135
Black		0
White		0
Asian/American Indian		0
	TOTAL ETHNICITY	135
GRADE		
6 - 3	10 - 34	
7 - 8	11 - 28	
8 - 19	12 - 3	
9 - 38	Ungraded - 2	
	TOTAL GRADE	135
GENDER		
Male		67
Female		68
	TOTAL GENDER	135
AGE		
12 - 2	17 - 22	
13 - 10	18 - 17	
14 - 17	19 - 8	
15 - 28	20 - 1	
16 - 30		
	TOTAL AGE	135
NUMBER OF COURSES ENROLLED		144
NUMBER OF UNITS COMPLETED		415
NUMBER OF SEMESTER CREDITS GRANTED		62
NUMBER OF GRADUATES ASSISTED BY PASS		Unknown

MONTANA

Montana once again purchased materials from the State of California PASS program in a continuation of the cooperative efforts begun in previous years.

In addition to the PASS program, Montana utilizes the University of Texas Skills Building program to serve eligible students from Texas, as well as TEAMS remediation for the 9th and 11th grades.

The PASS program continues to be a viable alternative for many secondary migrant students who are in Montana for a brief period of time, who are credit deficient and for whom a regular day-program is not an option.

PASS PROGRAM USAGE IN MONTANA
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		46
STATUS		
1		45
2		0
3		1
	TOTAL STATUS	46
ETHNICITY		
Hispanic		46
Black		0
White		0
Asian/American Indian		0
	TOTAL ETHNICITY	46
GRADE		
9		14
10		11
11		16
12		5
	TOTAL GRADE	46
GENDER		
Male		17
Female		29
	TOTAL GENDER	46
AGE		
14		5
15		5
16		15
17		6
18		8
19		5
20		2
	TOTAL AGE	46
NUMBER OF COURSES ENROLLED		34
NUMBER OF UNITS COMPLETED		23
NUMBER OF SEMESTER CREDITS GRANTED		Data not reported
NUMBER OF GRADUATES ASSISTED BY PASS		*

* This information will have to come from home base state.
As a summer only program, we had no graduates.

NEBRASKA

For the past three summers, the Alliance migrant program head teacher, John W. Miller, has been ordering PASS courses from Wisconsin for students needing to make up credits toward graduation. During the summer of 1987, he ordered two English courses for a student working the beet fields during the day and studying three hours three times a week in school and two to three hours at home on non-school nights. The boy finished both courses with scores in the eighties. This student graduated in the spring of 1989 from his home base Texas high school -- the first Nebraska PASS student to graduate.

During the summer of 1988, Miller had one girl successfully complete three courses (two English and Consumer Education). Another student started a course but was only in Alliance long enough to complete one unit.

Last summer (1989) two students completed and passed the Geography course while in Alliance. Another migrant student earned a semester credit for successfully completing English IIIA at Bayard, Nebraska, under Lionel Wiskard's direction.

This is the first time Nebraska has reported to the Interstate PASS Committee for inclusion in the national report. Nebraska's experience demonstrates how as few as one student in a state can be assisted in earning credits toward graduation. All that is needed is a concerned, caring adult willing to obtain the course work, to monitor the student's progress and to administer the unit and final tests. Nebraska hopes to use PASS to serve more students in the future.

PASS PROGRAM USAGE IN NEBRASKA
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		3
STATUS		
1		3
2		0
3		0
	TOTAL STATUS	3
ETHNICITY		
Hispanic		3
Black		0
White		0
Asian/American Indian		0
	TOTAL ETHNICITY	3
GRADE		
9		0
10		1
11		2
12		0
	TOTAL GRADE	3
GENDER		
Male		2
Female		1
	TOTAL GENDER	3
AGE		
14		0
15		0
16		1
17		2
18		0
19		0
20		0
	TOTAL AGE	3
NUMBER OF COURSES ENROLLED		3
NUMBER OF UNITS COMPLETED		15
NUMBER OF SEMESTER CREDITS GRANTED		3
NUMBER OF GRADUATES ASSISTED BY PASS		1

NEW YORK

During the past program year (1988-89) the New York State PASS Program successfully completed the following:

1. Thirteen additional courses were purchased and made available to migrant students in New York State. The PASS curriculum now consists of 23 courses.

2. The PASS curriculum is currently being reviewed by the New York State Education Department for revisions or modifications needed in order to receive their endorsement for its use in all schools in New York State enrolling migrant students.

3. Six of our high school graduates were assisted in this achievement by successfully completing PASS courses.

4. New York saw an increase in the number of courses enrolled in, as well as, an increase in the number of units and credits completed. MINI PASS usage also increased statewide.

FUTURE GOALS

A. Developing new PASS courses unique to New York (i.e. Course I).

B. Increasing PASS and MINI PASS use with currently and formerly migratory students.

C. Complete revisions necessary for New York State Education Department approval of all PASS material.

D. Having courses available on computer disk.

PASS PROGRAM USAGE IN NEW YORK
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		36
STATUS		
1		26
2		1
3		9
	TOTAL STATUS	36
ETHNICITY		
Hispanic		30
Black		5
White		1
Asian/American Indian		0
	TOTAL ETHNICITY	36
GRADE		
9		9
10		9
11		8
12		10
	TOTAL GRADE	36
GENDER		
Male		21
Female		15
	TOTAL GENDER	36
AGE		
14		0
15		1
16		9
17		13
18		10
19		3
20		0
	TOTAL AGE	36
NUMBER OF COURSES ENROLLED		40
NUMBER OF UNITS COMPLETED		155
NUMBER OF SEMESTER CREDITS GRANTED		13.5
NUMBER OF GRADUATES ASSISTED BY PASS		6

MINI PASS PROGRAM USAGE IN NEW YORK
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		18
STATUS		
1		17
2		0
3		1
	TOTAL STATUS	18
ETHNICITY		
Hispanic		12
Black		2
White		4
Asian/American Indian		0
	TOTAL ETHNICITY	18
GRADE		
6		0
7		12
8		6
9		0
	TOTAL GRADE	18
GENDER		
Male		7
Female		11
	TOTAL GENDER	18
AGE		
12		0
13		6
14		9
15		3
16		0
17		0
	TOTAL AGE	18
NUMBER OF COURSES ENROLLED		23
NUMBER OF UNITS COMPLETED		67
NUMBER OF SEMESTER CREDITS GRANTED		7

OREGON

The Oregon PASS Program Office is located at Woodburn High School in Woodburn, Oregon. The Woodburn School District is the credit granting agency for the State of Oregon.

Oregon implemented the PASS program during the 1985-86 school year, adopting the California curriculum.

New curriculum adopted during the 1988-89 school year was Health and the revised version of English 1B from California.

Woodburn High School non-migrant students are allowed to purchase the PASS materials for either full or partial credit.

Migrant graduates assisted by PASS: 16

Non-Migrant graduates assisted by PASS: 11

PASS PROGRAM USAGE IN OREGON
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		101
STATUS		
1		16
2		5
3		80
	TOTAL STATUS	101
ETHNICITY		
Hispanic		86
Black		0
White (15 Russians)		15
Asian/American Indian		0
	TOTAL ETHNICITY	101
GRADE		
9		31
10		29
11		23
12		18
	TOTAL GRADE	101
GENDER		
Male		54
Female		47
	TOTAL GENDER	101
AGE		
14		5
15		16
16		34
17		33
18		12
19		1
	TOTAL AGE	101
NUMBER OF COURSES ENROLLED		258
NUMBER OF UNITS COMPLETED		396
NUMBER OF SEMESTER CREDITS GRANTED (32 1/2 Credit; 22 1/4 Credit)		54
NUMBER OF GRADUATES ASSISTED BY PASS		16

TEXAS

The state of Texas is one of the largest "sending" states in the country. Texas students receive course credit from a variety of migrant education programs. Most Texas schools will honor PASS/MINI PASS course credits for junior high and high school students.

According to the MSRTS data, five hundred ninety-seven (597) Texas students were enrolled in one thousand two hundred twelve (1,212) PASS courses in 1988-89. In the past, Texas students have taken PASS courses in the states of California, Colorado, Washington, Wisconsin, Michigan, Montana, and New York.

A receiving state that wishes to enroll a Texas student in a PASS course should contact the Texas school to insure that the student will be awarded credit for the course. If there is no migrant contact person listed on the student's MSRTS educational record, information may be obtained by calling the Texas Migrant Interstate Program at (512) 787-9994.

PASS PROGRAM USAGE IN TEXAS
1988-89

	TOTALS:
NUMBER OF STUDENTS ENROLLED	597*
STATUS	
1	
2	
3	
TOTAL STATUS	No data reported
ETHNICITY	
Hispanic	
Black	
White	
Asian/American Indian	
TOTAL ETHNICITY	No data reported
GRADE	
6	
7	
8	
9	
TOTAL GRADE	No data reported
GENDER	
Male	
Female	
TOTAL GENDER	No data reported
AGE	
12	
13	
14	
15	
16	
17	
TOTAL AGE	No data reported
NUMBER OF COURSES ENROLLED	1,212*
NUMBER OF UNITS COMPLETED	No data reported
NUMBER OF SEMESTER CREDITS GRANTED	No data reported
NUMBER OF GRADUATES ASSISTED BY PASS	No data reported

* MSRTS Data

WASHINGTON

In its eighth year of operation, the Washington State PASS Program served more students than ever before. 1702 courses were taken, with 835 of them taken by migrant students. In addition to the migrant students, 867 courses were taken by at-risk non-migrant students. Because of the large increase in non-project use, the Washington PASS Program sought Chapter 2, at-risk funds to support this further broadening of the PASS student population. Future plans are to have the Washington State Legislature sponsor a bill that would generate funding for PASS based on a per student/course formula.

During 1988-89, Washington PASS also served over 50 Alaska migrant students. Alaska had been enrolling the students through the Washington program temporarily for the last two years while Alaska set up their own PASS Program office. In the Fall of 1989, the Alaska PASS office was operating independently of Washington.

No new curriculum units were developed in Washington during 1988-89. The teacher's manual for the recently developed Biology course was completed and distributed.

For further information on the Washington State PASS Program, call Mary Kernel, Director, 1203 Prosser Avenue, Prosser, WA 99350.

PASS PROGRAM USAGE IN WASHINGTON
1988-89

	Migrant Only	TOTALS: Migrant/Non-Migrant Combined
NUMBER OF STUDENTS ENROLLED	619	1193
STATUS		
1/4	182/3	185
2/5	118/2	120
3/6	296/18	314
TOTAL STATUS	619	619
ETHNICITY		
Hispanic	584	686
Black	1	5
White	28	463
Asian/American Indian	6	37
Other	0	2
TOTAL ETHNICITY	619	1193
GRADE		
9	71	106
10	141	196
11	189	336
12	218	555
TOTAL GRADE	619	1193
GENDER		
Male	302	566
Female	317	627
TOTAL GENDER	619	1193
AGE		
12	0	0
13	0	0
14	0	2
15	26	45
16	110	162
17	134	263
18	186	400
19	104	214
20	40	75
21 and over	19	32
TOTAL AGE	619	1193
NUMBER OF UNITS ENROLLED	3375	7646
NUMBER OF UNITS COMPLETED	1575 (57%)*	4499 (74%)*
NUMBER OF SEMESTER CREDITS GRANTED	203	689
NUMBER OF GRADUATES ASSISTED BY PASS	108	256
NUMBER OF UNITS IN PROGRESS AT YEAR END	634	1587

* Number Completed ÷ (Total Units Enrolled - Units In Progress)

WISCONSIN

Wisconsin is mainly a summer receiving state with 80 percent or more of its current migrant students departing before mid-September. The Wisconsin Model for the PASS/MINI PASS Program requires a minimum of two teacher contacts per week once the student has enrolled in a course. The frequent contact requirement helps assure continuous student progress since time is so limited and the vast majority of students are working in the field and orchards with their families.

Through PASS and MINI PASS courses, students can learn while they earn and schools can both reach and teach secondary migrant students regardless of their location, numbers, length of season, and agricultural work schedules.

To help facilitate credit accrual, Wisconsin now has one school district that will award PASS or MINI PASS credits if the local migrant program is not operated by a credit granting school district. The agreement to award credits for PASS/MINI PASS courses by the Marinette School Board is a very important milestone in Wisconsin's continuing efforts of improving its educationa! services for secondary migrant students.

SUMMARY OF WISCONSIN'S 1989 SUMMER PROGRAM

	Students Enrolled	Courses Enrolled	Courses Completed	Courses in Progress	Courses Dropped
Totals	211*	220*	69	70	81
PASS (7-12)	143*	150*	48	46	56
MINI PASS (5-8)	68*	70*	21	24	25

*Five PASS students enrolled in two courses and one students enrolled in three courses. Two MINI PASS students enrolled in two courses.

The Wisconsin PASS Office is operated through the Cooperative Educational Service Agency, No. 8 (CESA #8) at Gillett, WI 54124 (Phone: (414) 855-2114). Frank Kazmierczak is the Wisconsin State PASS Coordinator.

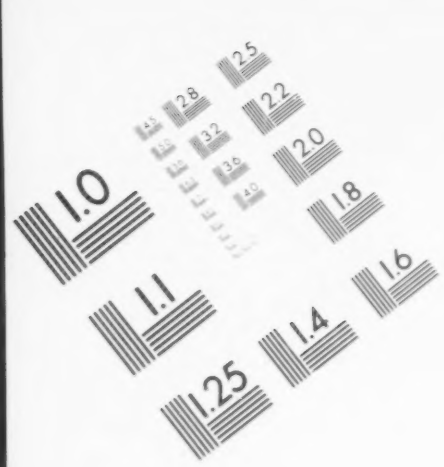
PASS PROGRAM USAGE IN WISCONSIN
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		143
STATUS		
1		142
2		0
3		1
	TOTAL STATUS	143
ETHNICITY		
Hispanic		143
Black		0
White		0
Asian/American Indian		0
	TOTAL ETHNICITY	143
GRADE		
6		2
7		2
8		13
9		45
10		39
11		34
12		8
	TOTAL GRADE	143
GENDER		
Male		68
Female		75
	TOTAL GENDER	143
AGE		
12		1
13		1
14		7
15		22
16		44
17		36
18		18
19		13
20		1
	TOTAL AGE	143
NUMBER OF COURSES ENROLLED		150
NUMBER OF UNITS COMPLETED		361
NUMBER OF SEMESTER CREDITS GRANTED		48
NUMBER OF GRADUATES ASSISTED BY PASS		37

MINI PASS PROGRAM USAGE IN WISCONSIN
1988-89

		TOTALS:
NUMBER OF STUDENTS ENROLLED		68
STATUS		
1		68
2		0
3		0
	TOTAL STATUS	68
ETHNICITY		
Hispanic		68
Black		0
White		0
Asian/American Indian		0
	TOTAL ETHNICITY	68
GRADE		
4		1
5		1
6		13
7		22
8		30
[illegible]		1
	TOTAL GRADE	68
GENDER		
Male		35
Female		33
	TOTAL GENDER	68
AGE		
11		1
12		11
13		16
14		21
15		11
16		7
17		0
18		0
19		0
20		1
	TOTAL AGE	68
NUMBER OF COURSES ENROLLED		70
NUMBER OF UNITS COMPLETED		164
NUMBER OF SEMESTER COURSES COMPLETED		21

OTHER STATES REPORTING



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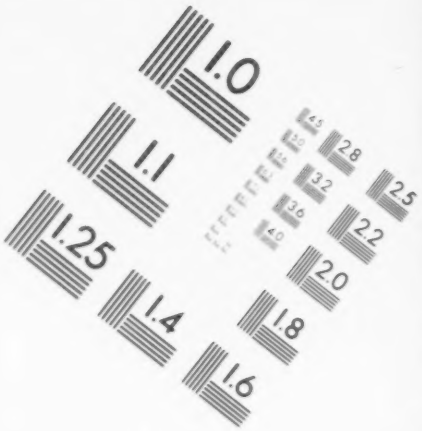

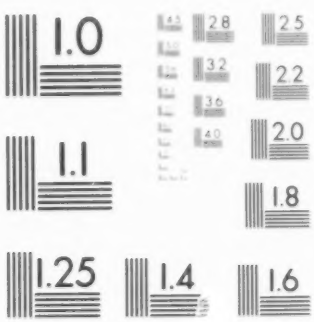

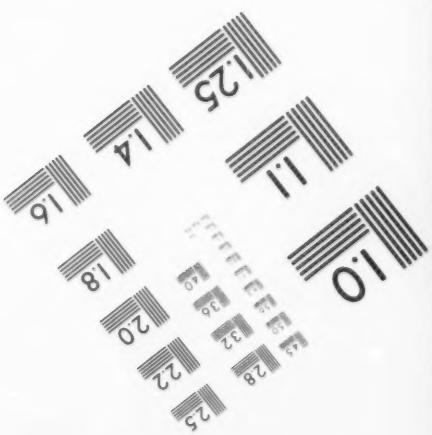

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MASSACHUSETTS

Alexander Goniprow submitted the fiscal year 1990 Federal Application & Program Plan for Migrant Education.

The following are activities that will be addressed for secondary students:

- Implementation of Drop-Out Prevention Services - services will be provided to high school age youth that support & encourage education

- Utilize resources of Institutions of Higher Education

- School Year Extended Day Project

- Coordination with other states

- Effective use of MSRTS

The report indicated 902 secondary students in grades 7-12.

SUMMARY

SUMMARY

The results reported for the 1988-89 Interstate PASS/MINI PASS Program once again reveals the success of the program in meeting the needs of secondary migrant students throughout the nation. A comparison of data from previous years has demonstrated a continuing increase in the number of students served, coupled with increasing program effectiveness in accomplishing its goals and objectives. Individual state reports have provided evidence of the flexibility of the PASS/MINI PASS Program in meeting local needs, the growing involvement in the program, as well as an understanding of the cooperative efforts of host agencies.

Overall, the PASS/MINI PASS Program has been found to be an ongoing success, providing support for the effectiveness of inter and intrastate collaboration in serving migrant students nationwide.